

**SYLLABUS**  
**FOR**  
**EMERGENCY TEACHER TRAINING**  
**UNDER**  
**THE FIVE-YEAR PLAN**



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**MINISTRY OF EDUCATION**  
**GOVERNMENT OF INDIA**

**1955.**

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## INTRODUCTION

The Government of India are greatly interested in ensuring the successful implementation of the scheme that has been formulated for providing some relief to the educated unemployed through the expansion of educational facilities. It is, in some ways, a unique measure which shows both imagination and faith and it is to be hoped that the way in which the scheme is worked out in all the States of the country will justify this faith.

There are obviously some risks associated with a scheme of this kind, if steps are not taken to ensure proper standards of efficiency. These new schools will be started mainly with the help of teachers, who may not have received adequate training and, in most cases, not even have any previous teaching experience. Moreover, they are likely to be situated in areas where teachers would lack stimulating intellectual contacts. This makes it all the more necessary that the Education Departments should give their most careful attention both to the emergency training which forms an integral part of this scheme and to the vigilant supervision of the schools, as soon as they begin to function.



(ii)

The Ministry of Education has prepared this small brochure in order to highlight the important points, which must be borne in mind in drawing up a scheme for the minimum essentials of professional training to be provided for these teachers. The short duration for which this training is to be given makes it particularly important that only the basic and most significant aspects of training should be emphasised. The objective should be not to provide a kind of compressed and watered-down version of the full training that they will receive in due course, but to give them the right perspective on their work and some understanding of the proper methods and techniques of dealing not only with the subject-matter of teaching but also with children as growing, lively and eager human beings.

The suggestions made in this publication should, naturally, be treated as tentative and examined and adopted with due regard to the special situation and requirements of each State or region. It would also be worthwhile, if the training staff is directed to keep a record of their experiences, observations, difficulties and achievements, so that the experience gained this year may be pooled together and utilised for making the training in subsequent years more effective and successful. In all aspects of our education,

(iii)

including teacher training, there is often a tendency to carry on work in a mechanical and routine manner. If education is to make proper headway and its quality and standards are to be improved, we must learn to adopt an experimental outlook in all educational activities.

I hope that the training of these new teachers, who may have to work in existing schools or in newly established schools would be carried on in this spirit and the Education Departments will do all they can to help them in their early paces through sympathetic and intelligent supervision and the publication of useful and stimulating literature.

K. G. SAIYIDAIN,

*Joint Educational Adviser.*



## SYLLABUS FOR EMERGENCY TEACHER TRAINING.

As a measure to relieve unemployment among the educated, the Government of India have recently decided to assist State Governments in employing 80,000 teachers during the period of the Five-Year Plan. Of these, 30,000 are expected to be employed during 1953-54 and the rest during 1954—56. These teachers will be given work largely in the rural areas and many of the schools to which they will be appointed are likely to be single-teacher schools.

The emergency employment of so many educated persons as teachers raises immediately the extremely important issue of their training. It is obvious that if the new recruits are sent straight to their schools without any kind of training, their work is likely to have undesirable repercussions on the standards and general quality of Primary education and they are likely to waste much useful time in adjusting themselves to their new environment and responsibilities. In order to obviate these dangers, the Government of India have directed that before calling upon the new recruits to join duty in their appointed schools, they should be required to undergo a training course of about six weeks' duration. Each State will organise its own training centres or camps for the purpose and the number and size of these will depend upon its special needs and circumstances.



The purpose of the present brochure is to highlight its proper approach and outline a syllabus for the training course envisaged under the scheme. The syllabus is only suggestive and each State is of course free to modify it according to its special needs and situation.

Before outlining the syllabus, a few words may be added regarding the *raison d'être* of the training proposal under discussion. There was a time when training was not considered necessary for teachers. It was believed that one who knew to read and write could teach as well as the next man. It was also argued that if one is a good teacher, training is superfluous and if one is a poor teacher, no training can transmute him into a good teacher! Happily those days are gone now and no reasonable person today would subscribe to that naive view-point. It is now admitted on all hands that teaching is a vocation that is as difficult to learn and practise as any other, and that its responsibilities provide a challenge to the keenest among human intellects. No doubt, there are certain inborn qualities which make it easier for some persons to become good teachers, but it is generally accepted now that teaching requires adequate preparation and training and one's efficiency as a teacher is significantly related to the effort which one puts in to qualify for the job. A good teacher is constantly 'learning and un-learning', 'observing' and 'experimenting' and does not think that he has mastered his job and



learned all there is to learn once for all. We have to create this attitude of mind in all teachers.

It may be asked whether a six weeks' training course is not really too short to serve any useful purpose. It is true that six weeks is a very short period and that the candidates under training can hardly be expected to equip themselves adequately for their work during this brief space. However, in the present situation we have to choose between drafting the new recruits straight into their schools and appointing them after such professional orientation as can be imparted during a training course of six weeks. We feel that if the course is properly planned and carefully executed, it can provide that basic orientation to the new recruit without which it would be somewhat risky to let him loose in a single-teacher or even a multi-teacher school. The value of the course will however depend greatly on the sense of realism and practical good sense which its organisers can bring to bear on their work.

It should also be clearly understood that attendance at the short training course will not qualify a person to be classed as a 'trained teacher' for purposes of promotion and other departmental considerations. For this he should take a full training course under the departmental regulations as soon as possible and attendance at this course should not give him any exemption from so far as regular training is concerned. The

object of the present course is to give the teacher an initiation into the nature of his work, to rouse his interest, to make him appreciate some of the basic considerations which should guide him in his work as well as learn some of the essential matters of routine like the keeping of registers, preparation of reports etc., which he will have to undertake. Without such basic training, he is likely to be greatly handicapped in his work and to suffer 'maladjustments' in the initial stages of his career.

The value of the training being accepted, what should be its contents? The question cannot be answered easily or dogmatically. Education is a dynamic process and any changes in the pattern of the social order which it serves are bound to be reflected in it sooner or later. The contents of teacher training cannot likewise be static; they must follow progressive trends in the theory and practice of education and adjust themselves to the changing pattern of the educational system. The syllabus of a teacher training course, devised say 20 years ago, may have been adequate for the generation for which it was meant, but it will certainly have to be considerably remodelled to meet the present situation.

Further, as the majority of teachers to be recruited under the present scheme are expected to take up teaching work in Primary schools or in the Primary departments of Middle and High schools,

the syllabus of training should be closely related to the educational objectives and needs of pupils belonging to the 6—11 age group. Broadly speaking, Primary education may be interpreted to centre round the following four objectives:

- I. Cleanliness—personal and community.
- II. Training in self-expression—oral and manual.
- III. Literacy and general knowledge.
- IV. Individual and social development.

It would perhaps be more logical to organise the syllabus of the present course under such broad headings. In order, however, to facilitate the work of the training staff, we have preferred to employ a more generally understood nomenclature for indicating different parts of the syllabus. Care has, however, been taken to include under them only those items which are strictly relevant to the four main objectives stated above and which we think can be covered in a short training course of about six weeks. The proposed syllabus is not only in line with modern trends of educational theory and practice, but will also adequately meet the special needs of rural education under this scheme. It should include the following main fields of work. The number of lectures (duration 40 minutes) proposed to be allotted to each is shown in brackets. This should be treated as purely suggestive and tentative and subject to



such changes as may be required according to experience and local circumstances.

- |   |      |
|---|------|
| I. Principles of Education                        | (18) |
| II. Educational Psychology                        | (20) |
| III. Methods of Teaching                          | (30) |
| IV. School Administration and Organisation        | (30) |
| V. Personal, School and Community Hygiene         | (30) |
| VI. Art and Crafts: 16 periods for practical work |      |
| VII. Physical Education                           | (6)  |
| VIII. Rural Reconstruction and Social Education.  |      |

The syllabuses for items VI, VII and VIII are intended to be covered largely through practical work and as such no regular lectures have been provided for them except 6 for physical education. There is a total provision of 180 lectures in the course (p. 28). Of these 150 have been accounted for above. The remaining 30 are meant for supervised library work (see p. 28).

The rationale and details of the syllabus for each study are explained in the following sections.

### *I. Principles of Education*

In all training courses there is generally included a course known variously as "Principles of Education" "Theory of Education", or "Philosophy of Education". The purpose of this



course is to provide the trainees with the theoretical background of knowledge necessary for understanding the aims and purposes of education and its role in national life. It can be conceded that one may in a way discharge his teaching obligations without going deeply into the 'ultimate principles' of his vocation, but it is doubtful whether such work carried on in a hit-and-miss manner will have any dynamic quality about it or can adjust itself to the changing demands of a changing situation. If a teacher is to practise his calling intelligently, it is essential that he should have a clear understanding of the basic underlying principles and values. A teacher will indeed be poorly equipped for his job if he has had no opportunity to do some thinking about the concepts which are fundamental to his work.

### *Syllabus*

1. Meaning and place of education in human life—static or dynamic.
2. Aims of education—individual and social.
3. Learning to live in a democracy.
4. The school as an integral part of the community and as a centre of purposeful living—implication of this view.
5. Principles of freedom, self-expression, activity and group work.
6. Importance of practical work and craft training in education.

Total No. of lectures—18.

## II. *Educational Psychology*

A good knowledge of educational psychology by itself will not transform a bad or indifferent teacher into a good one, yet such knowledge is generally of great help in that direction. And conversely, although a good teacher is not necessarily the one most well versed in the discipline, yet it cannot be gainsaid that knowledge of the science generally goes a long way in providing that basic orientation towards problems of education and child development without which even a most conscientious teacher can tackle his difficulties only by trial and error involving much avoidable waste of time, energy and human resources. Think, for instance, of the traditional teacher's attitude towards discipline. It has generally been accepted in the past, and there would probably be quite a few teachers even today, who would subscribe to it that to spare the rod is the surest way to spoil the child. We all know that this concept of discipline is outmoded but we cannot safely leave it in each case to the individual teacher to discover the truth for himself. We would certainly insist on the new teacher being told beforehand that the apparently good and docile behaviour of pupils which the older methods of discipline so eminently succeeded in ensuring is only a surface phenomenon and that underneath such an external may be concealed repressed impulses waiting to burst into anti-social hostility. A large number of experimental investigations



carried out in recent years have established beyond a shadow of doubt that sternness and repressive measures on the part of the teacher are incompatible with the normal growth and development of young children. It would really be a very serious omission on our part if we failed to give the prospective teacher in a simple form, an understanding of some of the basic findings of modern psychology about the nature of the child and the best ways of dealing with him.

### *Syllabus*

1. The importance of educational psychology for the teacher.
2. The main characteristics of child psychology and their implications for education.
3. Individual differences.
4. How children learn—place of motivation and activity.
5. Character and habit formation.
6. Mental hygiene and some special problems of young children—backwardness and delinquency.

Total No. of lectures—20.

### *III. Methods of Teaching*

One of the ways in which a teacher reveals his personality most directly is the method of teaching that he employs with his pupils. What the teacher has learned during his training or from



elsewhere will affect the learning and experiences of his pupils largely, although by no means exclusively, through the methods of instruction that he uses in the class room.

The main purpose of this part of the syllabus, besides imparting basic skills in teaching tool subjects, is to impress upon the intending teacher that a teacher who himself talks tirelessly in his classes and is stern and forbidding in his dealings with children cannot be considered a good teacher. A good teacher should not hold the stage himself and treat his class mostly as an assembly of passive spectators, but should allow his children to come to the stage as it were and occupy it talking, singing, acting, narrating stories, counting, etc. He should come out to help them only when his help is really needed or actively sought. He is essentially a "guide" for his children. If the guide is to exercise his functions properly, he should not equate child learning with "obedient listening". It will have to be conceived mainly in such terms as "purposeful living", "participation", "sharing experiences", "self-activity", "discovery", "experimentation", etc. A teacher who fails to organise abundant opportunity for these experiences will have failed in his major task, no matter how good his examination results and how likeable his personality may otherwise be.

One of the most important features of Basic education is its emphasis on "activity" and the



principle of correlation of school instruction with the physical and social environment of the school. It is hoped that the teachers under training will get ample opportunity to realise the significance of this principle and its bearing on methods of teaching subjects of the school curriculum.

It is a matter for regret that the short duration of this training course could not permit the inclusion of "practice teaching" in the programme of work. In the circumstances, it is suggested that a few—six to eight—demonstration lessons be given by the lecturers or other good teachers in various school subjects. The care and attention which should be bestowed on the preparation and delivery of those lessons and the need of subsequent discussion of these with the trainees need hardly be emphasised. If it is possible, arrangements may also be made for the trainees to observe a few good lessons given by the teachers of a neighbouring school in the ordinary course of their work and facilities should be provided for their observation of the organisation of school routine so that they may become familiar with it.

### *Syllabus*

#### 1. Methods of teaching young children.

- (i) How to plan children's work for the first few weeks—importance of oral expression, free-play, constructional activities, social training and happy adjustment to the school environments—need

- to avoid the early introduction of formal instruction.
- (ii) Effective methods of teaching reading, writing and arithmetic.
  - (iii) Study of the important features of the local environment—physical and social—as a basis of the study of History, Geography (or Social Studies) and general science, collection of local specimens, encouragement of activity in the acquisition of knowledge.
  - (iv) How to give individual attention to children—reference to modern methods like the Project Method and Dalton Plan etc., and their possible contribution.
  - (v) Use of important teaching aids and devices.
  - (vi) Demonstration lessons:
    - Three for mother-tongue.
    - Three for Arithmetic.
    - One for handwriting.
    - One for speech training.

Total No. of lectures—30.

#### IV. *School Administration and Organisation*

The purpose of this part of the syllabus is to familiarise the trainee with the general problems and principles of school administration and organisation. To what extent a teacher is able to put

into effect the principles discussed in the earlier three parts will depend not only on the prevalent system of school organisation but also on whether he has got the necessary imagination and resourcefulness to organise his work on those lines. To help him in this, it is necessary that the lecturers and instructors in charge should take every available opportunity to correlate the discussions of principles and psychology of education and teaching methods to the actual problems of school administration and organisation.

### *Syllabus*

#### 1. The teacher—

- (a) Personal qualities and equipment of a teacher.
- (b) Functions of the teacher—educational, counselling and social.

2. Organisation of curriculum around activities, rather than subjects at the lower stages.

3. Relevant factors in framing a time-table—duration of work periods and provision of rest pauses—alteration of academic and practical work—place of games and physical exercises in the time-table.

#### 4. *Co-curricular Activities*

- (a) The educational significance of co-curricular activities—how far can they be organised in ordinary Primary schools with limited resources.

(b) Different kinds of co-curricular activities.

(c) Organisation of co-curricular activities.

5. *Organisation of Classes*

(a) Special organisational problems of single-teacher schools.

(b) The tradition of 'monitors'—its advantages and dangers.

(c) Organisation of special study groups for projects and other activities needing cooperative planning and collective participation.

6. *Discipline*

(a) Meaning of discipline—self-discipline and freedom—discipline and responsibility.

(b) Proper ways of securing discipline.

(c) Dangers of punishment (including corporal punishment) and repression.

7. *Competition and Cooperation in School Life.*

(a) Place of competition and cooperation in school life.

(b) Dangers of over-emphasis on the competitive tendencies.

(c) How to promote cooperation among children by organising common projects and programmes in school.



### 8. *Cooperation from Parents and the Community.*

- (a) The importance of such cooperation.
- (b) How to promote such cooperation—visits of the teacher to the homes of children, parent-teacher associations, organisation of the school functions with cooperation of the community, discussion of progress reports, organising programmes of Social education and social welfare etc. etc.

### 9. *School Records, Registers and Accounts.*

- (a) Kinds of school registers and records.
- (b) Efficient maintenance of these.
- (c) School accounts.

Total No. of lectures—30.

Pointed attention should be drawn to the importance of cooperation between the school on the one hand and the parents and the local community on the other. This is not just one of the many good things which it should be the endeavour of the school authorities to promote. This aspect of the school's life should develop into a central purpose which should inspire the entire educational and social activity of the school. The co-operation between the school and the community if properly developed will, besides bringing the two closer and thereby increasing their understanding and appreciation of each other's functions, make the school instruction more purposive

as also leaven the life of the community. The organisers of the course should ensure that an important subject like this is accorded pride of place in their lectures, discussions and other training activities.

#### V. *Personal, School and Community Hygiene*

In India the general standard of health is incredibly low and the general ignorance regarding matters relating to health and hygiene simply colossal. We feel that if this problem can be successfully tackled at all, it can be done so only in the school. We feel, therefore, that a teacher dealing with young children has one of his primary responsibilities in this field. The teacher should of course practice exemplary cleanliness himself. It should also be his constant endeavour to create a favourable environment in the school where children can learn to be clean and help one another in cultivating habits of personal cleanliness. It is our conviction that in the hands of an enthusiastic and understanding teacher this activity can provide a most useful point of contact with the life of the community and an effective nucleus for correlating different parts of the school instruction with one another. In due course it should become a regular part of the programme of a rural school to organise village cleanliness campaigns with the cooperation of the community.

We have drawn up this part of the syllabus in somewhat greater detail than might appear



necessary at first. We were prompted in this by our conviction that it is not enough to acquaint the teacher with the importance of health and hygiene problems in a general way. We felt it necessary to give him a fairly detailed idea about the health and hygiene problems which he is going to encounter in his school and the community.

### *Syllabus*

#### *A. Health and Clean Living (personal).*

- (i) Personal cleanliness.
- (ii) Development of healthy habits like early rising, regular action of the bowels, physical exercise, healthy postures, regular and sufficient sleep and rest in good environment.
- (iii) Necessity of sleep and rest—of healthy living. How to sleep—mouth shut, lying on side.
- (iv) Proper and adequate food. Healthy and clean habits in the preparation, serving and eating of food.
- (v) Healthy clothing to suit different seasons and different types of work.
- (vi) Work and recreation as important and complementary factors in physical and mental health.

#### *B. School Health*

- (i) School building, necessities for healthy school life. Minimum and maximum floor



space. Ventilation, light, facilities for drinking water; latrines and urinals; health activities and free play.

- (ii) School equipment, adjustment of school equipment to children's sizes and capacities. Minimum equipment necessary for healthy school life.
- (iii) School programmes; How to organise school time-table to ensure optimum health in children and teachers. Importance of free games and recreational activities.

### C. *Nutrition*

- (i) Teaching the nutritional needs of the body (particularly with reference to the needs of young children), planning and preparation of simple, balanced and attractive meals with local foodstuffs, in different seasons, emphasising the need for cleanliness and hygiene in handling food.
- (ii) Study of the common food articles with regard to their food values. Vitamins and salts—their requirements and uses.
- (iii) General principles of feeding the sick; invalid cookery.

### D. *Rural Hygiene and Sanitation*

- (i) Water-supply. Drinking and cooking water. Water for bathing and washing purposes.



- (ii) Village house—construction, ventilation, arrangements for light and air, and egress for smoke. Latrines and urinals. Storing of corn, manure-pits and dung-heaps. Disposal of rubbish and waste water.
- (iii) Village roads and lanes.
- (iv) Common communicable diseases in the village. Their prevention and cure.
- (v) Hygiene to be observed during village feasts, fairs and pilgrimages.

*E. Knowledge of ordinary ailments—their recognition and simple treatment.*

- (i) Constipation. Its causes and effects. Special diet and treatment.
- (ii) Indigestion—symptoms and treatment.
- (iii) Dirty mouth and teeth, causes, complications and treatment.
- (iv) Lice—causes, usual complications, treatment with cleaning and special application.
- (v) Sore eyes and discharging ears—causes and simple treatment in the initial stages.
- (vi) Skin diseases—necessary precautions and treatment.
- (vii) Infected wounds—sores and boils—simple treatment.

(viii) Common types of fever—their symptoms and cures.

(ix) Diarrhoea, vomiting and dysentery—causes, symptoms and cures.

(x) Insects and other pests—flies, mosquitoes, bed bugs, fleas, rats, etc. Possible harm from pets—dogs, cats and poultry.

F. *Emergency and First-Aid* (with suitable demonstrations wherever possible).

(i) Emergency and First-Aid in accident involving bleeding, shocks, fractures, dislocations, burns and scalds.

(ii) Emergency and First-Aid in cases of stinging by poisonous plants and insects, snake bites and bites of rabid animals.

(iii) Bandages and their use in different situations.

(iv) How to transport the sick or the injured.

G. *Knowledge of institutions and organisations providing medical and health services in the rural areas.*

Total No. of Lectures—30.

## VI. Arts and Crafts

### A. Arts

Art in its various forms is a most important medium of self-expression. But it is also perhaps the most neglected subject in the ordinary Primary schools of this country. An inevitable consequence of this 'artless' education has been the



paucity of competent teachers of the subject which, in its turn, has helped to perpetuate the artless tradition in education! As far as the Primary schools are concerned, however, there is no need to despair provided the teacher is prepared to take necessary pains to master such simple art skills as are likely to be of value in his work.

### *Syllabus*

#### *(a) Music and Dance*

- (i) Correct singing of the national anthem.
- (ii) Simple folk songs, *bhajans* and action songs (a few may be selected).
- (iii) Recitation of simple well-known poems.
- (iv) Dramatic activities (including folk dances) of young children and their organisation.

#### *(b) Drawing and Painting*

- (i) Drawing on sand as well as slate, etc.
- (ii) Elementary knowledge of colours and colour combinations.
- (iii) Simple self-expressional drawings of plants and animals.

#### *(c) Decorative Arts*

- (i) Some standard motifs and ornamental drawings popular in the rural areas.
- (ii) Decoration of home, school and stage with flowers and local colour materials.
- (iii) Decorating a school for a social function.





As far as items (b) and (c) above are concerned, we have not made any regular provision of lectures. These can be easily and with advantage correlated to craftwork and may be covered during the time allotted to it. No separate time has been provided for the national anthem also for there will naturally be many occasions to sing and master it. For the others, however, it is suggested that five to six periods (out of a total provision of 16) should be given to each for both instruction and practice.

#### *B. Craftwork*

The educational value of craftwork is so widely recognised now that there is hardly any need to labour the point. It is unfortunate, however, that in spite of its great educational value, we have not yet succeeded in developing a strong tradition of craftwork in our schools. Children still continue to be provided with an educational fare which is over-literary in content and which prevents them from developing many of their most important constructive capacities. So long as this over-literary bias from which education in this country at both the Primary and Secondary stages is suffering, is not brought under control, there is a real danger that instead of serving any really useful purpose education will tend to divide people into separate groups and classes such as the elite and the workers and thus impair national solidarity and prevent large sections of the population from fully and harmoniously developing their

personalities. In the interests of the children as well as the wider interests of the nation, the Education Departments should expeditiously make adequate arrangements for craftwork in schools.

No details are given for craftwork because there is no one craft which will suit all situations—the facilities for teaching different crafts varying from place to place. It may be suggested, however, that where a definite craft syllabus is followed in a State, training in craftwork should as far as possible relate to this. Where no such provision for craftwork in schools exists, the crafts for training should be selected on the basis of their educational possibilities, availability of the materials locally and their general significance in the life of the community. Even when adequate facilities for craftwork are lacking, we feel there is much useful work that can be done with young children with inexpensive local materials such as grass, clay and paper and the present training course can certainly provide valuable experience of this kind to the recruits as also arouse in them an abiding interest in such work. There are three useful references, viz., *Pamphlet No. 58, Basic and Social Education (Ministry of Education), Revised Syllabus for Training of Teachers for Grades I to V* (Hindustani Talimi Sangh, Sewagram) and *Syllabus of Basic Training Teachers* published by the Basic Education Board, Bihar, which the authorities in charge of organising training camps in each State

may well consult—together with any others—for drawing up syllabuses for the selected crafts.

There should be a provision of about 30 periods of one hour's duration each in the course for this purpose and these should be used for practical work under the guidance of training instructors as well as for discussion of problems related thereto.

### VII. *Games and Physical Education*

It is now an accepted principle of education that young children while at school should be given the fullest scope to participate in physical activities by freely using their bodies and limbs and thus helped to acquire neuro-muscular control. Teachers of the young should realise this clearly and understand that fidgeting, for example, on the part of children when forced into a long and quiet sitting posture is not a symptom of wickedness or mischief but a healthy and natural reaction of the growing organism to an uncomfortable physical situation. This urge to activity and movement should be accepted as a normal characteristic of the child and adequately provided for in any programme of school work.

#### *Syllabus*

1. Games and Physical education—their importance to the child at different ages.
2. Games and physical exercises suitable for young children.





3. Competitive games—their value and limitations.

4. Organisation of camp fires, *majlis*, *melas*, excursions, etc.

Six periods have been provided for this part of the syllabus. The provision is certainly not adequate for doing justice to the theory and practice of the proposed syllabus. It is strongly suggested, therefore, that the instruction to be imparted during these six periods should be intimately linked with the actual organisation of games in the daily period allotted to games. (See p. 28.)

#### VIII. *Rural Reconstruction and Social Education*

The school in the past has existed in more or less complete isolation from the life of the community whose children it has taught. It has not—except till recently in the case of Basic schools—made any serious attempt to relate its work to the life of the community nor has the community made any demands in that direction. It has looked upon the school merely as a place for learning lessons to which it sends its children for part of the day. One of the latest trends in modern education, however, is to take the school out of this shell of artificial isolation and link its work in a purposive manner to the wider needs of the community life. Accordingly, it is being increasingly emphasised that besides educating the young, the school should also provide the main

inspiration to the pupils and the community at large for improving its life. It is obvious that, besides giving increased appreciation of each other's functions, such an approach will make school work more purposive and provide a means to leaven the entire life of the community. In this country the idea has taken a concrete form in the attempts to coordinate programmes of Basic education with those of Social education. This is a healthy movement and deserves every encouragement.

The purpose of this part of the syllabus is to give the new teacher some idea of his social responsibilities in the changed circumstances of the day. It is hoped that when he settles to teaching in his school, he will stoutly resist any temptation to interpret his work exclusively or even mainly in terms of teaching the three R.s. He should appreciate that there is hardly any other class of public servants whose responsibilities in the field of rural reconstruction or organisation of the social life of the rural areas are as heavy or important as his and it should be his constant endeavour to prove equal to his task. The teacher has ceased for some time past to function as a leader of the community. The present field of work offers opportunities which cannot only retrieve but actually improve his position and prestige.

### *Syllabus*

1. The school and the community.

2. Rural life and its characteristics.
3. The teacher and his responsibilities in rural reconstruction and Social education.
4. The aims and scope of Social education.
5. The organisation of Social education and other programmes of rural welfare.
6. The place of cooperatives in rural life.
7. Linking the school with community centres and National Extension centers. Other agencies of rural uplift—government and private.

No fixed number of lectures in the timetable have been provided for this subject, for no arrangement of this kind is likely to meet its needs. It is suggested instead that all the six Saturdays of the course should be reserved for study and practical work pertaining to rural reconstruction and Social education. The mornings of these days should be used for visiting the neighbouring villages, contacting village folks, carrying out a systematic survey of the rural needs, organising meetings for the purpose and so on. The afternoons should be used for discussing the morning work and experiences, problems emerging out of these discussions and for covering the proposed syllabus.



If the training course is organised as a Camp, the following daily schedule is suggested for consideration and it can be adopted with necessary modifications in regular training institutions:

(Monday to Friday)

Morning duties and exercises	..	..	5-00 a.m.	to	6-30 a.m.	
Craftwork (agriculture, gardening, spinning and other manual activities)	..	..	6-30	..	to 8-00	..
Breakfast	..	..	8-15	..	to 8-45	..
Four lectures	..	..	8-45	..	to 11-45	..
					(of 40 minutes' duration to be followed by an interval of 5 minutes each).	
Free time	..	..	11-45 a.m.	to	12-30 p.m.	
Lunch	..	..	12-30 p.m.	to	1-50	..
Rest	..	..	1-50	..	to 2-50	..
Lecture	..	..	3-00	..	to 3-40	..
Library period (supervised)	..	..	3-45	..	to 4-25	..
Seminar or discussion groups	..	..	4-30	..	to 5-30	..
Games	..	..	5-45	..	to 6-00	..
Free time	..	..	6-00	..	to 7-15	..
Evening meals	..	..	7-15	..	to 8-15	..
Evening gathering	..	..	8-30	..	to 9-30	..
Lights off	..	..	10-00	..		

The above schedule is meant for winter. For summer the schedule may be suitably altered.

A word regarding the evening gathering. The purpose of this should be to talk over the day's work, discuss any special organisational or other problems and when time permits, to organise cultural and recreational programmes.

On Saturdays the programme of work should be organised on the lines indicated on page 27.

*A few Suggestions to the Camp Organisers.*

1. As is implied in the daily schedule outlined above, the training camps should be residential.

2. Although the number of trainees will vary from camp to camp, it is suggested that, in order to promote closer social contacts between the training staff and the trainees and between the trainees themselves, the number be kept as small as possible in the light of the material and technical resources available. One hundred and fifty may be taken as the maximum number for the purpose.

3. We feel that if our schools are to function as little "democracies" and not as "kingdoms" where one rules and the others obey, the teacher must not only be trained to teach but also live democratically. It is of the utmost importance, therefore, that they be given experience of active, corporate citizenship during the camp period. The daily seminar, the Saturday programme and the evening gathering are some of the activities eminently suited for providing them with close association with the life and work of the camp and fullest use should be made of these and other activities in this behalf.

4. In order to assess the value of the training course, it is suggested that every trainee should be asked on entering the course to write a short essay on something like "My school education as it has been and as it should have been". At the conclusion of the course, he should again be asked

to produce a brief note on "My education as it should have been". A comparison of the two notes may provide some idea about the benefit derived by the trainee from his training and, incidentally, may also be of considerable help in drawing up programmes for the subsequent training courses.

5. A training course should normally have abundant provision for group discussion and practice teaching. While some provision has been made for the former in the schedule in the form of the seminar period, it has not been possible to accommodate the latter on account of the extremely short duration of the course. Most of the proposed syllabus for the course, therefore, will have to be completed through lectures, talks and discussions whose practical value in such cases cannot be regarded as very high. In the circumstances, a planned and systematic use of the seminar may, to some extent, offset the disadvantages of a lecture-ridden programme. It is necessary, therefore, that fullest possible use should be made of this provision and that the trainees should be given every encouragement to initiate and conduct discussions about their own difficulties. The seminar discussions may be organised in groups of 15 to 20.

A word of warning to the leader of the seminar is also necessary. An over-enthusiastic tutor may experience a natural temptation to make



lectures on the subject of the discussion and thus convert the seminar into yet another lecture. This temptation should be properly contained and not allowed to defeat the purpose and special significance of the period.

6. As the general level of education of the new trainees is not likely to be high, it is necessary that the language and mode of presentation to be employed by lecturers should be as simple as possible and free from unnecessary technical phraseology and carefully adapted to the level and needs of the trainees.

7. Partly to compensate for the paucity of discussion and reading during the course but mainly on its own merits, it is recommended that the lecturers should distribute for each topic a brief cyclostyled note summarising the main contents of the lecture and containing a small selected bibliography on each field of study. This will no doubt mean more work for the training staff, but the preparation of such notes and references will not only provide an opportunity to the staff to do some clear thinking in their special fields but the notes, etc., will also be of great value to the teachers in their later school work.

